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ABSTRACT

A summary of state activities to serve the limited English proficient (LEP) adult population includes the following: (1) brief state-by-state descriptions of programs and services offered; (2) a table of educational program enrollment rates for all the states listed, the District of Columbia, and territories for July 1, 1987-June 30, 1988; (3) a summary of the different ways in which states are providing services in adult English as a Second Language (ESL); and (4) a list of selected resources for ESL and literacy instruction, alien amnesty, and workplace ESL. The information in the first section was gathered from the Annual Narrative Performance Reports for 1989 to the Department of Education, and is based on the states' stated needs, annual goals, and objectives for the LEP adult populations. Data reported in this section include programs of instruction, testing, linkages and networking, populations served (e.g., immigrants, aliens), and participation rates. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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AN OVERVIEW OF ADULT ENGLISH AS A SECOND LANGUAGE PROGRAMS FOR LIMITED ENGLISH PROFICIENT ADULTS

UNITED STATES DEPARTMENT OF EDUCATION

DIVISION OF ADULT EDUCATION AND LITERACY

JANUARY 1990

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AN OVERVIEW OF ADULT ENGLISH AS A SECOND LANGUAGE
PROGRAMS FOR LIMITED ENGLISH PROFICIENT ADULTS

This report provides information on how States are meeting the needs of limited English proficient adults under the Adult Education Act. The information was collected from the Annual Narrative Performance Reports - 1989 and is based on the States' stated needs, annual goals, and objectives for this population. The reader should keep in mind that this report is not exhaustive and only covers those States that provided information relating to the needs of adults who are limited English proficient. Since most States are experiencing an increase in enrollment for English as a second language classes, a copy of enrollment data is attached.

Alabama provides instruction for beginning, intermediate, and advanced English as a second language classes.

Alaska's English as a second language instruction was provided through regularly scheduled classes, citizenship classes, life skill activities, and at business worksites. The most commonly used methods of instruction were Total Physical Reponse, Laubach, Audiolingual, and the Language Experience approach. ESL instruction was provided to 1,234 students. Alaska natives and Indian students are not always classified as limited English proficient, or this number would be much higher.

Arkansas's adult education programs served 835 limited English proficient adults in FY 88-89.

California's limited English proficient population has increased, due to both the Immigration Reform and Control Act and second and third migration from other States. In addition, the continued relocation and apparent immigration of illegals continue to swell the ranks of California's ESL classes. A concern in California is that the adult basic education needs of the illiterate English-speaking adults are not being met because of the pressure on programs from the ESL students. While high school dropouts are now receiving more attention, there continues to be a need for additional emphasis on the non-literate native speaking adult population.

During 1988-89, the ESL Teacher Institute, a Section 353 project, was funded to deliver training to instructors of ESL in adult basic education programs, to instructors of amnesty students in programs receiving SLIAG monies, and to coordinators of ESL programs. It was also funded to train trainers and to develop training materials.

Colorado added six state ESL teacher trainers to the field of adult education. They also funded a research project to identify core teaching methods used in the State of Colorado. The document, Core Teaching Materials used by ABE Programs in Colorado 1988-89, is designed to provide greater knowledge of what other programs are using, and help program's in their evaluation of materials.

- Under Colorado's Amnesty Education Program, technical assistance is provided to approximately 39 local programs that offer instructional classes in English as a second language, citizenship and civics to adults in over 100 locations.

- The Colorado Refugee English as a Second Language Program (CRESL) provides limited English speaking refugee adults with basic language skills needed to become self sufficient members of their communities.

Connecticut's programmatic emphasis is on English as a second language and the improvement of basic skills and consumer life skill competencies. Enrollment in ESL classes increased by 17% over Fiscal Year 1988. Other activities include: implementing standardized intake and completion procedures for ESL classes at Berlin; implementing ESL training program, field testing of ESL modules, and designing and implementing mini workshops throughout the State to include the ESL Institute Training.

Delaware held classes in the Hispanic community where greater emphasis was placed on making referrals to attend education classes. A statewide conference was held to improve the referral process for Hispanic students.

Florida served 120,052 adults with limited English proficiency in 1989. Of those participants, 52 percent completed a program of instruction in Beginning, Intermediate, and Advanced ESL classes.

Georgia's goal is to expand strategies for program development through developing and adopting uniform, statewide competency-based instructional programs for adult literacy, adult education, and English as a second language classes.

Hawaii provided special assistance to the needs of persons with limited English proficiency by providing bilingual adult education programs of instruction in English and, to the extent necessary, in the native language of these adults.

Idaho will hold area workshops and conferences on English as a second language teaching strategies.

Illinois funded special projects that relate to limited English proficient adults. One project "Determining Reading Levels for Non-Native Speakers of English" was designed to determine reading levels for non-native speakers of English for purposes of

reporting progress to employers and funding sources. Another project, "Private Sector Partnerships for English Literacy," developed a manual to help local companies establish literacy programs for non-English speaking workers.

Iowa's ESL needs center around the following areas: bilingual/ bicultural instruction, societal coping skills, and job seeking and related vocational skills.

Kentucky added several ESL programs statewide. In several instances, limited English proficient adults were integrated into regular adult basic education programs when their numbers were too small to warrant the establishment of an ESL program in a particular community.

Louisiana continued twenty eight English as a second language classes in populated areas of the State. In those classes, 1,131 adults were served. Because of limited State funds, classes were reduced by 6 percent. There was a 1 percent increase in enrollment over last year.

Maryland reports that fifty percent of the total adult basic participants were enrolled in English as a second language classes. The limited English proficient population increased participation among non-English proficient and limited English proficient groups continued at about twice the rate of the previous three years. During FY 89, the LEP enrollment increased by 25%, while the non-LEP enrollment increased by 7.5%.

- Representatives from three local ESOL programs assisted the Maryland State Department of Education with the design and development of the ESL curricula framework which was incorporated in with the Maryland Adult Performance Plan (MAPP) competency-based model.

Massachusetts is evaluating the efficiency of using native language literacy instruction for limited English proficient adults who are illiterate in their own language. An initial evaluation was undertaken by the Program Effectiveness Task Force. Further analysis will be forthcoming as a great number of field tests begin for FY's 91-93.

Minnesota continues to provide ways for the development and implementation of alternatives from classroom teaching to ESL tutors.

Mississippi served 812 limited English proficient adults in 1989.

Missouri stated that their first priority is the development and operation of adult basic education classes to include adults with limited English language among other areas.

Montana's Great Falls adult basic education program continues to accomodate more limited English speaking participants. The Office of Public Instruction worked with Rural Educational Opportunities on the needs of those aliens working toward U.S. citizenship.

Nebraska enrolled 1,463 students in English as a second language classes in 1989. This compares to 537 in 1988.

Nevada stated that many adults who would have been counted under the adult education program were enrolled in the amnesty program; therefore, they were not reported in adult basic education classes.

New Jersey held eleven training workshops for English as a second language and foreign born teachers.

New Mexico funded Section 353 projects in the area of English as a second language. Two of these projects include Tips for Amnesty Teachers and an Idea Book on Amnesty. Enrollment figures for ESL students numbered 11,017. The break out is as follows: Beginning level - 5,462, Intermediate level - 2,339, and Advanced level - 3,316.

The State was severely impacted by State Legalization Impact Assitance Grant (SLIAG) students. Some 8300 were reported as being served. Many SLIAG students still need ESL services as they enter phase II of the legalization process. Although funding has been irregular, New Mexico continues to serve these students. They are being encouraged to take courses at postsecondary institutions.

North Dakota's ESL programs were strengthened through cooperation with the State Human Service Agencies and private agencies in delivering services for migrants and refugees.

Ohio's objective is to expand services to limited English proficient adults. Enrollment of limited English proficient adults increased by 2 percent in 1989 from 1988 where as immigrant enrollment increased by 8.9 percent during the same period.

Oklahoma reported that the increase in the number of limited English speaking adults had been above their projection. There was an increase of two classes in ESL during 87-88. The 1988-89 enrollment has increased by 50 percent over the 1987-88

enrollment. Student participation in ESL classes by learning level was as follows: Beginning ESL - 1639, Intermediate ESL - 915, and Advanced ESL -642.

Oregon reported that other needs have been identified through program evaluations, observations, and issues that have surfaced since the completion of the last State Plan, i.e., providing additional training to basic literacy and English as a second language teachers and tutors. Local programs have reported the following accomplishments: pools of trained ESL tutors, expansion of ESL sites and classes, new curriculum materials and designs to meet the needs of the SLIAG population, and hiring of bilingual ESL recruiters in the south.

Pennsylvania funded Section 353 ESL projects such as ESL Teaching Methods, Transitional ESL/ABE Curriculum, and Competency-Based Vocational ESL Curriculum. ESL and staff development training continues to be a priority.

Rhode Island created linkages with three new service providers incuding the Genesis School which received a grant to help twenty-six refugee Asian women improve their English skills. Also, the International Institute continued to offer its combined citizenship and English as a second language program. The agency provided 1,356 hours of instruction to over 120 learners.

South Dakota's programs for limited English proficient adults include adult immigrants. Adult education services were provided to 147 immigrant adults during FY 89. Ten percent of the adults served by adult basic education programs required some level of ESL instruction.

Tennessee enrolled 1,523 immigrant adults in English as a second language programs.

Texas addressed instructional methodologies for limited English proficient adults through Section 353 projects. A model was developed for limited English proficient adults who had little or no literacy in their native language. The focus of this model was on improving "literacy behaviors" in the home which are conducive to a child's school environment.

Utah's largest ESL program was in Salt Lake City with 475 enrollees and the smallest was in the Grand School District program with four enrollees. Under the SLIAG program, from October 1 - June 30, 1989, $336,820 of Federal SLIAG monies was disseminated to twenty three legalized aliens.

Virginia experienced a 10 percent increase in participation of adults with limited English proficiency over 1988.

Washington's local adult basic education programs conducted local workshops with assistance from the Center for Program and Staff Development including a major workshop for ABE/ESL and IRCA/ESL teachers.

West Virginia's ESL programs were conducted whenever needed. Over 900 adults were enrolled in ESL programs across the State.

Wisconsin plans to expand the basic skills and English as a second language instructional services offered to businesses and industries in the State. Coordinated efforts with both labor and management are being planned.

Wyoming's IRCA impact does not show up in the adult basic education figures because the Department of Education was unable to administer the programs. Severe staff cuts at the State office precluded the State from taking on the responsibilities of English and citizenship for the legalization programs. Consequently, the program was contracted to a community based organization in another city, and therefore, many of the legalization students are not being counted by the adult learning centers as ABE students.

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DIVISION OF ADULT EDUCATION AND LITERACY, USDE
STATE-ADMINISTERED PROGRAM -- ABE/ESL/ASE
PERIOD: JULY 1, 1987 TO JUNE 30, 1988

STATE or OTHER AREA	1988 TOTAL ENROLLMENT	ABE (Includes ESL)	ESL	ASE	DAE AREA
ALABAMA	37,154	24,430	2,639	12,724	2
ALASKA	5,519	4,479	1,332	1,040	4
ARIZONA	27,122	20,102	12,224	7,020	4
ARKANSAS	24,182	10,001	707	14,181	2
CALIFORNIA	845,023	603,243	442,977	241,780	4
COLORADO	10,536	8,527	3,317	2,009	4
CONNECTICUT	35,862	19,238	12,356	16,624	1
DELAWARE	2,259	1,910	344	349	1
DIST. of COLUMBIA	17,569	11,144	4,053	6,425	1
FLORIDA	404,277	203,856	86,885	200,421	2
GEORGIA	47,344	32,406	6,367	14,938	2
HAWAII	46,900	26,692	9,900	20,208	4
IDAHO	12,284	9,342	1,193	2,942	4
ILLINOIS	77,628	61,477	36,624	16,151	3
INDIANA	32,128	28,215	2,885	3,913	3
IOWA	32,623	26,840	2,383	5,783	3
KANSAS	8,353	6,916	1,132	1,437	3
KENTUCKY	30,635	23,051	250	7,584	2
LOUISIANA	41,103	20,966	1,331	20,137	2
MAINE	12,822	4,612	857	8,210	1
MARYLAND	31,659	28,829	14,703	2,830	1
MASSACHUSETTS	33,035	25,975	13,853	7,060	1
MICHIGAN	160,797	47,334	13,130	113,463	3
MINNESOTA	31,146	22,006	7,263	9,140	3
MISSISSIPPI	16,520	11,556	652	4,964	2
MISSOURI	29,815	25,785	2,467	4,030	3
MONTANA	5,793	2,887	345	2,906	4
NEBRASKA	5,570	5,102	913	468	4
NEVADA	2,872	2,872	1,973	0	4
NEW HAMPSHIRE	5,332	3,869	642	1,463	1
NEW JERSEY	43,522	31,363	12,968	12,159	1
NEW MEXICO	27,374	12,234	11,875	15,140	4
NEW YORK	122,942	96,732	44,846	26,210	1
NORTH CAROLINA	101,401	56,816	NA	44,585	2
NORTH DAKOTA	3,300	2,708	385	592	3
OHIO	72,054	58,129	7,152	13,925	3
OKLAHOMA	18,629	15,418	2,660	3,211	2
OREGON	29,231	17,622	7,902	11,609	4
PENNSYLVANIA	39,555	31,981	5,973	7,574	1
RHODE ISLAND	7,110	4,876	1,806	2,234	1
SOUTH CAROLINA	74,614	36,714	1,912	37,900	2
SOUTH DAKOTA	4,359	3,485	653	874	3
TENNESSEE	28,320	23,398	1,013	4,922	2
TEXAS	216,931	133,461	77,846	83,470	2
UTAH	20,025	3,766	2,504	16,259	4
VERMONT	4,448	3,979	315	469	1
VIRGINIA	17,903	17,218	6,111	685	2
WASHINGTON	24,834	21,335	9,578	3,499	4
WEST VIRGINIA	20,738	10,758	488	9,980	2
WISCONSIN	52,362	43,492	2,772	8,870	3
WYOMING	3,655	1,942	641	1,713	4
PUERTO RICO	28,031	19,843	21,037	8,188	1
GUAM	1,444	398	267	1,046	4
NO. MARIANA IS.	175	155	175	20	4
VIRGIN ISLANDS	2,611	857	91	1,754	1
UNITED STATES	3,039,430	1,972,342	986,667	1,067,088	

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ADULT ENGLISH AS A SECOND LANGUAGE LITERACY PROFILES

Below is a sampling of ways States are providing services to limited English proficient adults under the Federally funded Adult Education Act. Each State has taken a different approach to addressing the literacy and language needs of migrants and immigrants through English as a second language programs. This information is taken from the Adult Education State Plans - Fiscal Years 1990-93.

Migrants

States report that the needs and services for migrants are varied. The most reported needs are: ESL instruction with a strong life skills and basic skills emphasis, accessible outreach sites for area program facilities, and support services. Instruction is also needed in basic skills, employability skills, citizenship, GED, pre-vocational, and family community living.

States such as Montana, California, Maryland, Minnesota and Pennsylvania report that most of the migrants are Hispanics. However, Pennsylvania, Maryland, Florida, and Washington report a diverse group of migrants that include Haitians, Blacks, Whites, and Jamaicans.

Most migrants are being served by ongoing adult basic education programs throughout the country. Oregon and New Jersey want to develop family literacy models for this population. Oregon is also developing a curriculum project for migrant workers. Georgia, Oregon, and Washington are offering adult basic education classes in migrant housing projects.

Immigrants

The needs that the States report for immigrants also vary. The most reported needs are literacy skills, citizenship and ESL instruction. Massachusetts reports that immigrants who are limited English proficient are one of the largest sectors of the target population served by adult basic education programs. Washington reports that adult immigrants are the largest group served. California projects that "53% of the immigration will be from Hispanic regions, 2/3 from Mexico, and some 39% of immigrants come from Asian nations, mostly Vietnam, China, Korea, and the Philippines." On the other hand, Minnesota and West Virginia report that immigrants who are limited English proficient comprise less than one percent of the total State population.

State English Literacy Programs

Most of the grants to the States under the English Literacy program will be used to expand program offerings in ESL instruction, to network and coordinate with other agencies, and to recruit program

participants. Other States report that program outreach and support services will be expanded, curriculum frameworks for English language acquisition will be developed, statewide staff development activities will be provided, and curriculum materials will be purchased. California will focus mostly on 18 rural counties where school districts are prohibited from receiving State funds for adult education as well as counties whose programs are extremely small in relation to the population they serve.

State Concerns

Massachusetts is concerned with identifying and securing the services of experienced ESL teachers. Wisconsin reports that professional teachers and staff are their most sought after resource. The development and refinement of ESL curriculum continues to be a priority in Texas. Indiana is trying to provide more assistance in native language literacy. The identification of appropriate programs for the limited English proficient adult who has ceased to make significant progress in language acquisition, but whose English skills are still minimal, is not only a concern of Wisconsin but for many other States as well.

For more information about limited English proficient adults served under the Federally funded Adult Education Act, please contact your State Director of Adult Education or the Division of Adult Education and Literacy, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

January 1990

SELECTED RESOURCES ON ESL AND LITERACY INSTRUCTION

Clearinghouse on Adult Education and Literacy U.S. Department of Education 400 Maryland Avenue, S.W. Room 4428, Mary E. Switzer Bldg. Washington, D.C. 20202-7240 (202) 732-2396	Provides referral services, disseminates publications of State and national significance, and acts as an information source for resource materials.
ERIC Clearinghouse on Adult, Career, and Vocational Education The Ohio State University 1960 Kenny Road Columbus, OH 43210 (614) 486-3655 (800) 548-4815	Is a national information system which identifies, selects, processes and disseminates information in education. Services include: microfiche or paper copies of materials, review and synthesis papers, and computer searches.
National Clearinghouse for Bilingual Education 1118 22nd Street, NW Washington, DC 20037 (201) 467-0867	Is a joint effort with the George Washington University and the Center for Applied Linguistics to perform a number of Clearinghouse activties. Some of these activities include developing and implementing an outreach program and conducting needs assessmet activities in addition to producing and disseminating products.
ERIC Clearinghouse on Languages and Linguistics Center for Applied Linguistics 1118 22nd Street, N.W. Washington, D.C.. 20037 (202) 429-9292	Provides access to a variety of resources to enrich classroom lessons, support research projects, develop language programs, and information on research and practice to educators. Publications and services include: Mini-bibliographies, Questions & Answers, ERIC Digests, ERIC/CLL News Bulletin, Tailored Computer Searches, Special ERIC/CLL Publications, and workshop training on ERIC.

Teachers of English to Speakers of Other Languages (TESOL)
1601 Cameron Street, #300
Alexandria, VA 22314
(703) 836 0774

Is an international professional organization concerned with teaching English as a Second Language or foreign language and standard English as a second dialect in many diverse settings throughout the World. TESOL publishes the TESOL QUARTERLY and the TESOL Newsletter.

California Adult Student Assessment System (CASAS)
2725 Congress Street
Suite 1-M
San Diego, CA 92110
(619) 298-4681

Is a consortium of education institutions in California that developed an assessment system which reflects the competency-based curricula used by local programs. The system will help: (1) place adults in ESL and ABE programs, as well as vocational and high school diploma programs (2) measure student's achievement, and (3) certify competency attainments.

The Community and Continuing Education Information Service
The New York State Education Department
Room 330 E-B
Albany, NY 12234
(518) 474-3636

Provides community and continuing education teachers and administrators with professional resources that will assist them with the improvement of instructional programs in English as a second language and adult basic and secondary education programs. Some of the service include: customized database searches, topical bibliographies, and edited searches, and CCEIS Resource Catalog.

Illinois ESL Adult Education Service Center
Northwest Educational Cooperative
1855 Mt. Prospect Road
Des Plaines, IL 60018
(312) 803-3535

Provides a variety of adult ESL staff development activities for teachers and administrators. The Center also disemminates curriculum and program development materials in addition to providing consultation services.

National Clearinghouse on
Literacy Education
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, D.C. 20037
(202) 429-9292

Provides information, materials, and technical assistance for limited English proficient adults and out-of-school youth. It also links public and private institutions, agencies, and community groups concerned with literacy issues for the limited English proficient population.

AMNESTY RESOURCES

National Asociation of Latino Appointed and Elected Officials (NAELO) Citizenship Center 3409 Garnet Street Los Angeles, CA 90023 (213) 262-8503	Distributes a citizenship materials bibliography, conducts regional information meetings and publishes The Naturalization Quarterly.
National Immigration, Refugee and Citizenship Forum 220 I Street, NE #220 Washington, D.C. 20002 1(202) 544-0004	Publishes The Advisor, maintains English Plus Clearinghouse materials, and provides information on immigration and policy issues.
Immigration Reform Language Issues (IRLI) Network 2-117, CSU Long Beach Long Beach, CA 90804 (213) 985-4680	Publishes IRLI Notes, conducts staff development programs, and assists in program planning.
CASAS Curriculum Packet for IRCA ESL Programs 2725 Congress Street Suite 1M San Diego, CA 92110 (619) 298-4681	Includes a competency list that integrates ESL and civic competencies, a curriculum index of publishers and materials, and CASAS scale score.
U.S. Government Printing Office Superintendent of Documents Washington D.C. 20402 (202) 275-2091 (ordering info.) (202) 783-3282 (information)	Distributes the three textbooks developed by the Center for Applied Linguistics for Amnesty classes. These books consist of exercises which integrate ESL langugae skills with history and civics. The textbooks are as follows: Of the People M302 $5.00, By the People M303 $10.00, and For the People M304 $13.00.
Northwest Educational Cooperative Illinois ESL Adult Education Service Center 1855 Mt. Prospect Road Des Plaines, IL 60018	Distributes copies of a Legalization and Citizenship Materials: A Selected Bibliography (cost $6.00). This is an annotated bibliography prepared for Phase Two of the legalization process for amnesty students.

WORKPLACE ESL RESOURCES

Business Council on Effective Literacy 1221 Avenue of the Americas 35th Floor New York City, NY 10020	Is a business-supported organization promoting general literacy efforts including in-company programs.
The Bottom Line: Basic Skills in the Workplace Office of Public Information Employment and Training Administration U.S. Department of Labor 200 Constitution Ave., NW Room 52307 Washington, DC 20210	Is a basic document in federal workplace literacy efforts. Includes needs assessment and program design resources.
Workplace Basics: The Skills Employers Want American Society for Training and Development 1630 Duke Street, Box 1443 Alexandria, VA 22313 (703) 683-8100	Discusses the importance of basic skills in competiveness, the skills employers want, and designing a workplace basics program.
Approaches to Employment-Related Training Employment Training Network 560 "J" Street, #385 Sacramento, CA 95814 (916) 323-8055	Is a program design guide for Vocational English as a Second Language (VESL) programs.
Job-Related Basic Skills: Cases and Conclusions Clearinghouse on Adult, Career, and Vocational Education National Center for Research in Vocational Education Ohio State University 1960 West 7th Street, 11th Floor Los Angeles, CA 90017	Is a conceptual model with specific cases and illustrations. Written by two key researchers in the field.
Special Answers for Special Needs: A Guide to Section 353 Resources Clearinghouse on Adult Education and Literacy U.S. Department of Education 400 Maryland Avenue, S.W. Room 4428, MES Building Washington, D.C. 20202-7240 (202) 732-2396	Is a compilation of State's Section 353 special experimental demonstration and teacher training projects. The employability and English as a second language section emphasizes job site ESL resources.